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ABSTRACT

An evaluation was done of New York City Board of Education's Program Assistance for Neophytes (Project PAN) for 1989-90. The program served 625 Asian American, limited English proficient students, most of whom were recent immigrants, at John Bowne and Newtown High Schools in Queens. The program provided a transitional period of bilingual education and the opportunity for students to learn job skills and adjust to a new environment. The evaluation found that the project was fully implemented in that it provided students with instruction in English as a Second Language, second language learning for English proficient students, Native Language Arts, content area subjects, and career education. The project also offered support services, staff and curriculum development, and parental involvement activities. The program met its objectives in language education, career education, attendance, dropout prevention, staff development, curriculum development, and parental involvement. It partially met the objectives in content area subjects. A program weakness was the lack of bilingual services in Vietnamese and Urdu. A program strength was its peer tutoring component. Two tables illustrate student achievement in content area courses and attendance rates of program and mainstream students by school. (JB)

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OREA Report

PROGRAM ASSISTANCE FOR NEOPHYTES
(PROJECT PAN)
Grant Number: G008525049

1989-90

FINAL EVALUATION REPORT

UD 028 559

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8/90

PROGRAM ASSISTANCE FOR NEOPHYTES
(PROJECT PAN)
1989-90

SUMMARY

- Project PAN was fully implemented. The project provided students with instruction in English as a Second language (E.S.L.), second language learning for English proficient students, Native Language Arts (N.L.A.), content area subjects, and career education. The project also offered support services, staff and curriculum development, and parental involvement activities.

- The project met its objectives in E.S.L., N.L.A., career education, attendance, dropout prevention, staff development, curriculum development, and parental involvement. It partially met the objectives in content area subjects. It was impossible to judge whether it met its objective for second language learning for English proficient (EP) students.

Program Assistance for Neophytes (Project PAN) completed its fifth year, the final year of a two-year extension of funding under Title VII of the Elementary and Secondary Education Act (E.S.E.A.). The project served mostly limited English proficient (LEP) students, most of whom were recent immigrants from Asia. It offered students a transitional period of bilingual education and the opportunity to learn job skills and adjust to a new environment. Project PAN, at John Bowne and Newtown High Schools in Queens, served 625 students. Fifty of these students were English proficient.

The conclusions, based on the findings of this evaluation, lead to the following recommendation:

- Attempt to find itinerant staff proficient in Vietnamese and Urdu to serve students speaking those languages.

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This report has been prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit of the Office of Research, Evaluation, and Assessment. Thanks are due to Hong Zhang for collecting the data and writing the report.

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I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of Program Assistance for Neophytes (Project PAN), a program completing its fifth year of funding under Title VII of the Elementary and Secondary Education Act. Project PAN provided Chinese-, Vietnamese-, Korean-, and Urdu-speaking students with instruction in English as a Second Language (E.S.L.); second language learning for English proficient (EP) students; Native Language Arts (N.L.A.) where available (the project could not offer Urdu or sufficient Vietnamese classes); and bilingual content area subjects. The project also offered bilingual curriculum resources, counseling, and ancillary educational services. Project PAN operated at John Bowne High School and Newtown High School in Queens.

PARTICIPATING STUDENTS

The project served 625 students during the year. Of this number, 127 attended both semesters, 302 attended fall only, and 196 attended spring only. (Total fall attendance was 429; total spring attendance was 323.) Students were recent immigrants from Hong Kong, Taiwan, the People's Republic of China, Vietnam, Korea, India, and Pakistan. Most had less than two years of education in the United States and had limited English proficiency (LEP), although a small number (50 for the year) were EP students who wished to learn more of their ethnic heritage.

STAFF

Project PAN staff consisted of the project director (with a doctorate), two educational assistants (with master's degrees), one bilingual curriculum material specialist (with a B.A.), and one family worker (with a B.A.). All were bilingual, speaking either Chinese, Korean, or Vietnamese in addition to English.

II. IMPLEMENTATION

The project offered three levels of E.S.L. for two periods daily; four levels of Korean and five levels of Chinese N.L.A., one period daily each; content area courses at John Bowne High School using E.S.L. techniques, and at Newtown High School bilingually in Chinese or Korean; and career education subjects (including typing, word processing, and horticulture) taught with E.S.L. techniques.

The project provided support services such as counseling, peer tutoring, and extracurricular activities. It conducted activities for staff development, curriculum development, and parental involvement.

III. OUTCOMES

INSTRUCTIONAL

English as a Second Language

- As a result of participating in the program, E.S.L. students will make statistically significant gains in English proficiency.
- At least 70 percent of the students will score at or above the passing criterion of 65.

Matching test data were available for 289 students on the Language Assessment Battery (LAB). The mean gain was 6.2 Normal Curve Equivalents (N.C.E.s) (s.d.=9.8), and analysis indicated a significant ($p<.05$) improvement between pretest and posttest scores. The project met its first objective for E.S.L.

Course passing data were available for 302 students in the fall semester and 273 in the spring. In the fall, 93 percent (281) of the students passed; in the spring, 91 percent (248) passed. Project PAN met its second objective for E.S.L.

Native Language Arts

- At least 90 percent of the students will score at or above the passing criterion of 65 in Native Language Arts classes.

Data were available for 235 students in the fall semester and 201 in the spring. In the fall, 94 percent (221) of the students passed; in the spring, 97 percent (195) passed. The project met its objective for N.L.A.

Second Language Learning for EP Students

- At least 70 percent of the English proficient students will score at or above the passing criterion of 65.

No data were available for the fall semester. Data were available for only 13 students in the spring semester, of whom 77 percent (10) passed. OREA could not determine from these scant data whether the project had met its second language learning objective.

Content Area Subjects

- At least 70 percent of the students will score at or above the passing criterion of 65.
- Program students will have passing rates equal to or higher than mainstream students.
- English proficient students will show higher than expected mathematics achievement gains.

Project PAN easily met its first objective for all content area subjects in both semesters. (See Table 1.)

Since the project did not provide data on passing rates for mainstream students, OREA could not assess the second objective.

Because of the lack of specificity in the statement of the objective, OREA could not determine whether the project had successfully met it.

TABLE 1

Student Achievement in Content Area Courses

	Fall Semester		Spring Semester	
Subject	Number of Students	Percent Passing	Number of Students	Percent Passing
Mathematics	48	81.2	270	87.4
Science	182	85.2	245	95.9
Social Studies	222	91.0	282	91.8

- More than 80 percent of participating students passed their content area courses in both semesters in all three subject areas.

Career Education

- At least 70 percent of the students will score at or above the passing criterion of 65.

In the fall, 88 percent (22) of the 25 students enrolled in career education courses passed; in the spring, 91 percent (42) of the 46 students passed. Project PAN met its objective for career education.

NONINSTRUCTIONAL

Attendance

- Program students will have significantly higher attendance than mainstream students.

As shown in Table 2, program students had significantly higher ($p<.05$) attendance rates in both schools than did the mainstream students. Thus, the project met its objective for attendance.

TABLE 2

Attendance Rates of Program and Mainstream Students by School

	Program		Mainstream
High School	Number of Students	Percent Attendance	Percent Attendance
John Bowne	162	94.4	86.7
Newtown	201	97.3	86.8

- Attendance rates of program students were significantly greater ($p<.05$) than those of mainstream students.

Dropout Prevention

- Program students will have a significantly lower dropout rate than mainstream students.

At John Bowne High School, no program students dropped out. At Newtown High School, program students had a dropout rate of 0.4 in the fall, but no program students dropped out in the spring. In both schools, the dropout rate of program students was significantly lower than that of mainstream students. Project PAN met its dropout prevention objective.

Support Services

The project offered a variety of support services. These included academic and career counseling in the students' native language where possible; peer tutoring, facilitated by two mini-projects (Mimic and Chum) within Project PAN, and the pairing of LEP with EP students; field trips; and culture clubs.

Staff Development

- The project staff members will develop their professional skills through the following activities: in-service training, taking college courses, and attending meetings and conferences related to the project goals.

Project PAN staff attended monthly departmental meetings and two planning and training workshops. Three staff members enrolled in college courses which were relevant to their professional responsibilities. The staff members attended four conferences related to the project goals. The project met its objective for staff development.

Curriculum Development

- Curriculum specialists will have developed or adapted computer-assisted software for teaching E.S.L., content area subjects, and career courses.

The project staff developed computer-assisted E.S.L. instructional materials, bilingual materials for two levels of mathematics, and a Regent's Competency Test (R.C.T.) review for science subjects. The project met its objective for curriculum development.

Parental Involvement

- The project will offer E.S.L. classes for parents once a week.

Project staff offered parents a weekly three-hour E.S.L. class. Project PAN to meet its objective for parental involvement.

FOLLOW-UP OF PROJECT PARTICIPANTS

During the year, 126 students left the program. Of this number, 14 graduated, 41 were completely mainstreamed, 69 transferred to another school or program, one left the United States, and one dropped out of school.

IV. CONCLUSIONS AND RECOMMENDATION

Project PAN was successful in accomplishing most of its proposed objectives. The project met its objectives in E.S.L.; one content area subjects objective; the career education objective; and its attendance, dropout prevention, staff and curriculum development, and parental involvement objectives.

OREA was unable to asses its objective for second language learning for EP students because it had data on too few students. It was also unable to evaluate two content area objectives, one because of a lack of data, the other because of a lack of specificity in the statement of the objective.

A strength of the program was its peer tutoring component through two mini-projects within Project PAN and the pairing of LEP with EP students. A limitation of the program was the lack of bilingual services in Vietnamese and Urdu.

The conclusions, based on the findings of this evaluation, lead to the following recommendation:

- Attempt to find itinerant staff proficient in Vietnamese and Urdu to serve students speaking those languages.